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ABSTRACT

The curriculum guide for severely physically and mentally handicapped children includes activities to develop motor skills, self-help skills, communication skills, academic and preacademic skills, and social skills. The curriculum is being used at a school for retarded children in Indianapolis at which 80 percent of the clients have cerebral palsy. Curriculum content is organized into basic skills and subskills, suggested activities to develop each skill, suggested equipment, and resources (which are coded to a bibliography at the end of the guide). Also included are suggested daily and weekly schedules. Sample skills focused on by the curriculum are jumping (motor), dressing (self-help), recognizing printed names (academic), and eating correctly (social skills). (DB)

ED 095673

CURRICULUM FOR SEVERELY PHYSICALLY AND MENTALLY HANDICAPPED CHILDREN

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PREFACE

This curriculum was developed for the severely physically and mentally handicapped clients at Noble I, a school for retarded children, for Marion County Association for Retarded Children, Inc., Indianapolis, Indiana. In addition to having severe or profound mental retardation the clients for which this curriculum is intended have incurred damage to areas of the brain which has resulted in severe motor impairment, motor incoordination, and disturbance in muscle tone. Over 80% of the clients in this three-class section have been diagnosed as having cerebral palsy. Several clients are confined to wheelchairs with special adapted equipment necessary for proper posture; others have leg braces or braces in addition to a wheelchair. A few have no special devices but are nevertheless physically handicapped in some way. Accompanying problems may include seizures, emotional problems, hyperactivity, deafness, blindness, perceptual deficits and other deficits. Some are not toilet-trained or cannot feed themselves.

Content

Already many revisions and additions are needed. As more equipment, space, and staff are available improvements on the content will be made.

In all areas, there will be, of course, activities which cannot be performed by all clients or as specifically described. One must realize that this is always to be expected, especially with clients who have multiple problems. In these cases the teacher must be able to adapt or innovate new materials and activities to give each client a variety of experiences. Just because a child cannot "jump" does not mean he should be deprived of the experience of what it feels like to "jump." The resources listed are meant to help teachers find appropriate activities and ways to adapt them in order for physically handicapped individuals to perform.

The handbooks, #64 and #67, listed in the reference section should be referred to constantly for assistance in planning a majority of activities. From these two resources one should be able to expand on the basic ideas suggested in the curriculum.

Guide to curriculum outline

The content is divided into five major areas which correspond to the areas on the Alpern-Boll Developmental Skill Age Inventory: Motor Skills, Communication Skills, Academic & Pre-Academic Skills, and Social Skills. Listed under the "Skill" column are basic skills which are felt to be the most important in each major area. Each basic skill may be further subdivided into specific skills. Under the "Suggested Activities" column are examples of activities that can be done to help develop each skill. "Suggested Equipment"

gives suggestions for types of equipment that are needed for the suggested activities. The latter two columns mentioned are not meant, by any means, to include all activities that can be done to develop a certain skill. The "Resources" given are ones that include specific information concerning particular skills and activities. The references at the end of the curriculum are numbered consecutively and correspond with the numbers in the "Resource" column. Not all possible resources are listed for each skill. The suggested resources are ones that should give information most readily and simply. Additional information regarding basic techniques and theories may be obtained by selecting references from the complete listing of resources.

ACKNOWLEDGEMENTS

Through the combined efforts of several staff members this curriculum has been developed. Special recognition and appreciation is due to Dee Kerr, teacher in primary section, for her contributions in the area of communication; to Mary Meyer, speech therapist, for her aide in locating appropriate resources in the area of language development; to Jodie Burch, teacher in the multiply handicapped section, for her ideas in the area of social skills, arts and crafts, and recreational activities; and to James Powell, teacher in the multiply handicapped section, for his resources and ideas in the area of pre-academics.

DAILY ROUTINE

A daily routine is part of the curriculum! The following is a brief outline of a day's activity.

9:30 - 9:45	Arrival; take off coats, put away lunches, go to bathroom
9:45 - 10:15	Gross-motor exercises and games in classroom
10:15 - 10:45	Fine-motor activities; language development
10:45 - 11:00	Go to bathroom, get ready for lunch
11:00 - 12:00	Eat lunch
12:00 - 12:40	Clean up after lunch, go to bathroom, naptime or supervised free play
12:40 - 1:25	Get ready and go to P.E. class
1:30 - 2:00	Return from gym class; music class
2:00 - 2:20	Socialization, arts and crafts, or perceptual motor game
2:20 - 2:30	Get ready to go home; go home

Each day should include certain routines and rituals such as each child taking off his own coat, hanging it up, putting away lunch, lining up or sitting down to wait for others. Lunch routine: proceed to lunch area, each child carries out assigned task, i.e., pass out napkins, paper plates, milk, etc., clean-up. Each child should be expected or assisted in cleaning up his own area and if possible, the surrounding areas.

Getting ready to go home: put on own coat, get lunch box, line up. Other routines or games may be a part of each day's activities. The games should be something that all enjoy doing and look forward to each day. The activity should be done at approximately the same time each day and require certain skills that challenge each individual. Through repetition and practice, progress should be noted. It is then time to revise the routine and include more steps or more difficult tasks or possibly go on to an entirely different game.

Example of weekly breakdown

The following is a breakdown of curriculum content for one week. Time has been allotted for each major area included in the curriculum.

CURRICULUM CONTENT—
WEEKLY BREAKDOWN

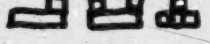
ACTIVITY	MINUTES/DAY	DAYS/WEEK
Motor Skills		
Gross-motor (includes P.E.)	45	5
Fine-motor	30-45	5
P-M (includes body image)	30	5
Communication		
Language	30	2 x da.
Speech	30	
Includes		
Storytime-listening		
question-answer		
picture discussion		
Socialization		
Peabody lessons		
Speech therapy		
Rebus		
Language Masters		
Social		
Music	30	3
Art		
Lunch		
Language and Speech Development	30	2
Pre-Academic		
Rebus	30	5
Readiness skills		
Basic concepts - time-number concept		

ACTIVITY	MINUTES/DAY	DAYS/WEEK
size, shape, color		
writing		
reading		
drawing		
Safety		
Home, family, community roles		
Self-Help		
BR (Bathroom)	4 x da.	5
Dressing-readiness skills	30	3
dress-up play		
Feeding training	50	5
hand-to-mouth pattern		
sucking, chewing		
table manners		

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
I. MOTOR SKILLS A. Gross-Motor 1. Creeping a. prone on elbows b. drag crawling c. Knee standing and knee walking	Regaining an upright position. Provide opportunity to be on the floor; roll, drag crawl; creep on all 4's with or without assistance. Preferably child's trousers should be removed to facilitate movement. Encourage movement through races, obstacle courses, general "rough housing". Encourage reciprocal creeping pattern. Attempt knee standing and knee walking.	Mats, carpet samples, sheet	3, 37, 38 7, 27
2. Climbing	Over and through inner tubes held by teacher. Over barrels, stairs, jungle gym. Pulling up to tables or chairs. Over rolled up mats. Over large cage balls.	Inner tubes, tires, barrels, stairs, jungle gym, tables, chairs, mats, cage ball.	
3. Walking	Remind child to watch out for obstacles and other persons. Walk, don't run to class. Follow the leader games. Through obstacle courses-walk (or march) in step to music.	Tape recorder or record player and records.	22
4. Running	Games such as Duck, Duck, Goose; relay races; obstacle courses; Red Light-Green Light		
5. Jumping	Trampoline; "Jumping Jiminy"; bouncing on an inner tube; hoppity-hop; spring board. All activities will probably require maximal assistance from teacher. Allow child to experience movement of up & down. Encourage flexion and extension of legs at appropriate time. Use a sheet to help child balance and move. Have child stand in one spot and hop or jump up and down. Jump over rope or stick placed at different heights.	Trampoline, Jumping Jiminy, Hoppity-Hop; inner tube; spring board; sheet; stick or broom handle; rope	

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
6. Throwing	Encourage child to use both hands and arms together. Get behind child and help him throw ball. Gradually work down to smaller balls that require one hand to throw. Encourage child to extend arms to push large ball on floor or off table top. He may also hit at ball.	Various size balls, texture balls, sponge balls, cage ball, large beach b ll, tether ball suspended by a rope from above, bean bags and targets, bowling with large ball.	
7. Catching	Encourage bilateral arm use at first. Use large balls. Get behind child and hold onto his arms while helping him catch or "trap" ball on table top or lap.	Large balls 10"-12" in diameter. Tether ball suspended on rope from above.	
8. General ROM (Range of Motion)	See reference		37
9. Relaxation	Place child prone or supine on ball, bounce up and down gently or roll side to side. Encourage child to extend legs and arms.	62" Beach ball	37
10. Reflex develop. a. Protective extension	Place on ball or barrel; roll child forward quickly, encourage him to reach for floor, or place toy on floor to encourage arm extension.	Barrel, toy, mat	13, 14, 42, 43
b. righting	Place on rocking boat or labyrinth board. Child may sit, stand, or get on hands and knees. Rock boat from side to side. Child must keep upright position. Place child in Indian sitting fashion. Have him play in this position. Show him how to use arms to keep himself upright, if he loses balance.	Rocking boat, labrinthine board Mat, toys	14
B. Fine-Motor 1. Reach	Put desirable toys and objects within reach of child but so that he must extend arms in order to touch or obtain object. Have child place object at a distance from his body or seat; stack or place blocks or boxes. Sort objects into piles.	Colorful toys Large blocks or boxes	57

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
2. Grasp	Encourage opening and closing hand to attain and retain objects. Use a variety of textures and sizes. Note type of grasp. Play games that require child to grasp and release on command. Child may need to be shown how to use both hands to "trap" object between them.	Pop beads, cookies and crackers, blocks, sponge blocks, pegs	
3. Release	Essentially the same types of activities discussed under "2. Grasp." Encourage child to open hand to release objects when he is told.		
4. Placement	After child is capable of reach, grasp & release, direct him to put objects in, on, under, etc., certain places; put pegs into holes, shapes into corresponding holes, blocks or buttons into containers.	pegs and pegboard, blocks, boxes, buttons, containers, such as coffee cans with plastic lids (slit cut in lid), shape boxes	57
5. Manipulation of Utensils	Show proper grip on pencils, crayons or eating utensils. If child has poor grip use built up handles or adapted handles. Cutting, placing and pasting, tracing and coloring; finger tracing.	Tape, sponge, bicycle handles; Clorox and Downy bottle handles, splints	33
C. Perceptual-Motor Skills			
1. Balance a. Equilibrium b. Righting Reactions	Balance Beam activities. Labyrinthine board, beach ball activities, barrel activities, scooter board activities, hoppity-hop activities, tug-of-war.	Balance beam, labyrinthine board, rocking boat, Learn-a-steps, scooter boards, tape, yarn, hoppity hop. Rope or sheet with knots tied in it.	39, 64 15, 22, 14
2. Figure-Ground Discrimination	Hide objects or pieces of construction paper cut into different shapes and objects around the room. Children can sit in their seat and look for them. Collect a box full of familiar objects, have some things the same color and similar shapes. Have the children look into the box and take out either all red or blue objects, all round objects or specific singular objects. Use Frostig worksheets or make up similar activities.	Frostig worksheets, construction paper, scissors, box or basket full of familiar objects, paper and pencil or crayons.	

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
	Find objects that are different; discriminating objects in a room; sorting.		
3. Form Constancy (Perceptual Constancy)	Finding the same size; finding different sizes; sorting according to size; finding the same shape; sorting according to shape ○ □ △ ; drawings vs. real objects vs. schematic drawings.	Frostig worksheets; shapes, 2 and 3 dimensional, real objects with matching pictures.	
4. Position in Space	Awareness of body parts; locating body parts; directional body movements; drawing human figures, completion of partially drawn figures; assembling parts of the body; relationship of the body to other objects; duplication or imitation of various body positions; differentiating left from right; assembling features and body parts; block patterns 	Peabody Kit; Frostig worksheets; paper & pencil or crayons, blocks.	21
5. Spatial Relationships	Connecting dots, simple pegboard designs; patterns with blocks; placement of body or objects in relation to others.	Paper and pencil, pegs & pegboards, blocks	
6. Eye-Hand Coord.	Left-right progression; stimulation of peripheral vision; focusing the eyes with head in motion and stationary; following regular and irregular movements.	Object on a string, worksheets	
7. Auditory Discrimination and memory	Blindfold child and have him find or follow bell or voice of teacher ; tap out simple rhythms for child to imitate have him count to reinforce pattern. Have him repeat words or phrase after teacher says phrase.	Tape recorder with tapes of sounds, rhythm sticks, toy drum	
	Collect juice cans with plastic lids. Place rocks, rice, sugar, etc., in cans - 2 alike. Shake cans and have child match like sounds.	Shake cans	

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
8. Visual Discrimination and Memory	Hide an object underneath 2 or 3 boxes, switch them around, have child select box under which object is hidden. Present child with 2-5 familiar objects, take away one object and hide it without him watching. Have child tell you what is missing.	Familiar related objects- pliers, hammer, screwdriver, box with cover or cloth	
9. Tactile Discrimination and Stimulation	Rub extremities or have child rub own extremities with carpet samples and other textured items. Describe feelings.	Carpet samples; velvet, cotton, satin materials	
	Feel different items - hard-soft, rough-smooth, etc.	Sponge, nylon net, wood, metal, ice, water	
	Place familiar objects in paper sack, let child see, feel and name objects, replace in bag. Have child select objects from bag as you name them, vision occluded. Have child use first one hand then the other.	Paper sack - ball, spoon, plastic car, cup, block, etc. Blindfold	
10. Olfactory Stimulation	Collect containers and put coffee, cinammon, clove, vinegar, etc., in separate containers. Have child smell each and talk about smells. Match similar smells (have two containers of each smell).	Containers, spices	
II. SELF-HELP SKILLS			
A. Feeding			
1. Swallowing	Establish regular time and place. Establish routine of eating all of meal before starting desert. Remind child to keep head forward. Stroke throat. Icing techniques.	Specially adapted equipment for proper positioning. Bibs, towels, dampened wash-cloths	13 (Chap. 4), 53, 37, 33, 48
2. Chewing	Assist child with your hand moving jaw in rotary fashion.		44
3. Sucking and Lip	Assist child by placing fingers over lips. Encourage straw drinking.	Covered cup and straw.	45, 47, 50, 51, 52, 60
4. Bite Reflex	Encourage child to bite off pieces of	Covered spoon	11

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
	bread, meat, etc. Avoid teeth when feeding dependent child with bite reflex.		
5. Drinking	Use of straw; allow plenty of time, stroke throat. Hold mouth closed.	Covered cup and straw. Tommy Tippy cup, cup holders or glass.	
6. Tongue lateralization, protraction, retraction	Place honey or jelly (something child likes) at corner of mouth. Encourage child to lick it off.	Honey or jelly	
7. Hand to Mouth Pattern	Allow finger feeding with crackers, cookies, solid pieces of food.	Crackers, cookies	
8. Use of Utensils	Allow child to experiment with gripping different types of utensils. Decide which he uses best. Assist holding onto utensil and guiding to mouth until pattern is learned.	Build up handles on spoons and forks. Clorox or Downy handles. Adapted utensils.	33
9. Use of Napkin	Encourage appropriate use of napkin.	Napkin	
10. Washing Hands	Establish routine of washing hands and face before and after meal.		
B. Dressing 1. Dress and Undress	Begin with undressing. Have child remove pieces he can manage. Assist with remaining pieces. Talk about articles of clothing and where they belong on body. Have child assist with dressing by holding up arms, legs etc. Assist partially, have child finish easy tasks.	Peabody Kit, articles of clothing	48, 47, 49
2. Care of own Clothing	Have child fold or hang up clothes regularly. Wash out simple articles.	Hangers, shelves space for each child with name. Detergent and pans.	
3. Recognize own Clothing	Establish place for each child's belongings. Label with name tag. When leaving to go home hold up article and ask, "Who's (coat) is this?"	Nametags	

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
4. Choose appropriate clothing	Talk about weather and what kinds of clothes to wear.	Pictures about weather and people dressed appropriately and inappropriately.	
5. Discrimination between boys' & girls clothing	Talk about differences in clothing	Articles of clothing for both boys and girls.	
C. Toileting 1. Establish routine	Establish routine - arrival at school, before and after lunch, after rest period, before dismissal.	List of children and their abilities in bathroom - independent, dependent needs assistance.	13, 5, 54
2. Indicate needs	Establish some type of communication system. Be consistent in response to indications. Check reliability.		
3. Control elimination	Encourage child to assist with clothing		
4. Manage own clothing	Use of toilet paper. Wash hands after using toilet.	Lowered sink, paper towels	
5. Work toward independence			
D. Grooming and Personal 1. Wash hands & face	Dramatize washing with water. Manipulate faucets on and off, use of soap and towel.	Water and soap, towel within child's reach	25
2. Comb hair	Encourage neatness - have child watch self in mirror as teacher combs hair, have child comb hair	Comb and brush, mirror	
3. Brush teeth	Establish routine after lunch time	Label toothbrush for each child. Small cup with water available.	
4. Use of tissue or handkerchief	Encourage appropriate use.	Boxes of tissues placed in several locations in classroom.	
5. Shine shoes	Allow child to shine own shoes. Show proper way.	Shoe polish, buffer and brush, newspapers.	

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
6. Wash clothes	Wash doll clothes, hang up, let dry, take down and fold. If extra pieces of child's clothing is available, have him wash own clothing.		
7. Correct use of make-up	Demonstrate correct application; assist student	Towels, water, tissue, make-up materials, mirror, table	
8. Menstrual care	Work with parents to encourage independent use and to help child understand reasons for necessity of proper hygiene.		
9. Shaving	Work with parents. Devise adapted holder if child has physical problem.		
E. Personal Needs 1. Identifying self	Responds when own name is called. Call self by name.		25
2. Use judgment	Help child recognize dangers in classroom, playground, traffic, fighting, throwing objects, running, jumping		
3. Follow directions	Follows direction of teacher, try to have child remember and follow more than one direction at a time if possible.		
4. Initiative	Encourage child to find entertainment by himself; put away materials in correct place; play nicely with other children unsupervised.		
5. Completing tasks	Have child help in preparing for activities such as setting table, clearing table or area, putting away equipment; emptying wastebasket; care of equipment.		
6. Holding temper	Offer firm, consistent discipline; give simple explanations for doing or not doing things; show him how to share and control aggressiveness; allow for expression in acceptance manner.		

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
III. COMMUNICATION			
A. Listening Comprehension			
1. Obey behavior commands	Be quiet for certain time limit; hold hands quietly for time limit; look at object for certain time; when this is accomplished, look at people; verbalize in any manner when asked.	Simple timer with audible release Bright large toy	26 62, 38, 30
2. Follow on step verbal directions	Raise arm on request; raise head; lower head; open mouth, move tongue.		
B. Communication of needs	Use same method of teaching as described in C.	Access to restrooms, water fountains and mats.	
1. Recognition of needs	Differentiate needs; have student rehearse by having him indicate answer to questions, i.e.: 1. "What should 'Timmy' do if he is thirsty?" 2. "What should 'Timmy' do if he wants to move over by the door?"		
2. Indicates and communicates needs to teacher and/or parent	Find action or approximation of word to indicate needs—drill many, many times. Needs may be: 1. Toileting 2. Water 3. Pain 4. To move 5. Sleep Reinforce attempts made to communicate needs. Gradually make student discriminate more effectively in his indications. Begin with only one and increase slowly.		
C. Show recognition of objects	Hold object or picture in front of student and repeat name 5-10 times. Put object with another object. Ask child to point to the object (name one object). If he cannot point, hold the objects up one at a time and say the name of the object.	Clearly defined objects or pictures. They must be common and at first be directly connected with the student's life. Peabody Language Development Kit	65

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
	At first, do not use objects containing the same sounds, i.e.—ball, bear; bed, bell; dog, doll--are not good. Doll and car, book and pencil, chair and table are good. Use the same name for an object consistently. Do not call it a 'dish' one day and a 'bowl' the next.		
D. Say name when asked	Sing songs that require student to say his name at appropriate time. Call on individuals to say their name. Practice making introductions.	Record player and record	
E. At appropriate times say: Please, thank-you, you're welcome, excuse me, good-bye.	During the course of the day remind student to make these responses at appropriate times. Set up situations that require the use of these phrases: Play store, parties	Play money, empty cans and boxes with food labels; juice and cookies, napkins, eating utensils, etc.	
F. Participation in conversation	Story telling time; relating incidences that happen at home and school; ask questions of others.	Pictures and books	
G. Accept and give a compliment	Teacher should act as a model—give a compliment to student, explain appropriate response. When students arrive, pick out someone who is wearing new clothes or something attractive and bright. Bring this to attention of the entire class.		
H. Greet and say good-bye to guests	Encourage all students to greet each other in the morning and as they leave to go home. When visitors come into class, stop and take time to greet them properly.		

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
I. Make a phone call	Practice making emergency calls to police, fire station, Dr., home.	Play phones	
J. Accept and deliver a message	Teacher can give responsibility to student to deliver message, written and verbal to other classes.		
K. Whisper			
L. Take part in dramatic play, especially with puppets	Have class act out well known stories, i.e. 3 Bears, or story teacher has just read.		
M. Give directions gently and clearly	Have students instruct others on how to play a game or make something.	Simple craft projects and recreational games.	
IV. ACADEMIC AND PRE-ACADEMICS			
A. Environmental awareness and knowledge			
1. Name recognition a. of self b. of others	Use names often, point to child being named. Games in which children need to call others by name.	Mirrors Photographs of students.	4, 5 (Chap. 1); 66 esp. pp. 17-24; 21 part I; 32; 35 Chap. 1 & 2; 38, pp. 230-272; 28, pp. 129-158; 63, pp. 47-49
2. Names of titles, roles and relationships, i.e. mother, father, teacher, grandparent, etc.	Show dolls or pictures representing family members, identify and match.	Family groups from speech Dept. PLDK picture cards.	
3. Names of articles, foods, objects, etc.	Present objects to children and have them name object; show pictures and name them; match picture and object; show object in usual setting; show how objects used; have child pick up object or picture of object and identify.	Language master PLDK cards Objects themselves Toys or miniature objects	
4. Recognition of body parts	Point out parts on the child and name them. Have child do same with own body. Put together manikins and name parts of it. Take away parts of manikin and ask child to discover what's missing.	PLDK manikins Mirror	

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
5. Sex awareness	Have children sort and identify pictures of boys and girls. Divide class into boys and girls for some activities.	PLDK pictures Pictures from speech therapist.	38, pp. 180-202
6. Names of animals	Identify book and magazine pictures. Identify toy animals and match with pictures.	Peabody picture cards and other photos. Zoo animal and farm animal sets.	
7. Know names of primary colors	Teacher show colors to students and names them. Students do same. Match colors. Play games using color identification.	Color squares in true primary colors. Peabody color chips. Song "colors" from Ed. Act. lp.	28, pp. 139-143; 35, pp. 63-65
8. Perform certain actions on command	Demonstrate actions to students and have them copy; show pictures of various actions. Play games involving use of some actions. Students physically unable to do certain movements should identify movements others make or should identify movements shown by pictures.	Music and rhymes about movements. Peabody pictures. Language master.	28, pp. 107-108
9. Enjoyment of music and stories	Play selected music. Read stories, showing accompaning pictures when possible.	Selected records and tapes. P. Mooney stories from PLDK Other selected stories such as Dr. Seuss.	
10. Recognizing common sounds	Point out sounds in the environment. Listen to recordings of sounds and identify and match with pictures.	PLDK records and cards. Auditory training set from DLM—overhead and cassette.	
B. Speaking skills (as differentiated from communication) 1. Understandable speech	Practice in making correct speech sounds. Activities to facilitate lip, tongue and mouth control, such as blowing, sucking, chewing, and others.	Bubble soap Matches Ping-pong balls Straws Mirror Language master.	5, Chap. 1; 28
2. Naming objects	See A-3 above.		

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
3. Identifying job roles and occupations such as "community helpers"	Show pictures and discuss jobs of people shown. Bulletin board displays. Visit such people and places on trips or have them come to class. Tell stories about such people.	PLDK and magazine pictures. Community helper sets. Selected records and songs.	
4. Name days of the week	Use calendar. Mention the day frequently. Relate day of the week to things that occur weekly on that day.	Calendar.	
5. Name months of the year.	Show relationship of months to special events which come up, i.e. Christmas in December.	Bulletin board displays.	
6. Name own address	Play game like "mailman" in which child needs to repeat or recognize address.	Envelopes with address on them, something inside.	
7. Identify and name shapes: circle square triangle	Matching games Display shape and student identifies	Forms from PLDK	
8. Identify and if possible imitate familiar sounds.	See A-10 above.		
9. Use proper social graces, such as "please" and "thank you"	Teacher should encourage use of these. Point out proper occasion to use these and arrange for such occasions to occur. Teacher sets example and rewards for correct use.		
10. Answering questions appropriately	Teacher asks questions that require short answers. Encourage verbal response and discourage gestures.		
11. Remembering and relaying messages	Play games where child must remember and relay message to someone else. Practice until child can remember and repeat correctly.		

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
C. Tactile discrimination 1. Recognizing opposites such as hard-soft, rough-smooth, etc.	Use objects of differing textures to illustrate. Explain terms used to identify textures. Play blindfold games.	Objects of various textures.	
2. Recognizing things dangerous to touch. (Hot and sharp objects, strange animals)	Teacher explains dangers. Play games in which safe and dangerous objects are picked.	Pictures	26, pp. 50-55
3. Recognize 3-dimensional forms by touch, esp. round and cubical forms, and common objects.	Play blindfold games with common items.	Various items of hand-manipuable items.	
4. Recognize common materials such as ice, wood, metal, etc. by touch.	Blindfold games.	Various materials.	
5. Recognize size differences by touch.	Blindfold Games.	Objects of similiar shape but differing sizes.	
D. Sequential, Relational and number concepts 1. Learn meaning of terms about directions (up-down, in-out, open-close, etc.)	Pictures demonstrating relationships. Put objects in such relationships to each other and explain term describing relationship. Play games using variousdirections and positions.	Various objects to be places in positions relative to each other. Story "P. Mooney, Ophelia and the Where-Bear" in PLDK.	
2. Identify and recognize sequential occurences	Arrange pictures in order of sequence. Discuss common happenings in order of occurence. Ex: first thing to get ready for school in morning, 2nd things, etc.	Sequence cards.	

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
3. Identify and discriminate between quantitative terms. (all-none, empty-full) and others	Containers holding various amounts are shown to demonstrate each concept. Students are asked to choose correct containers.	Containers of various sizes, preferably clear. Various materials to place in containers.	28, pp. 63-65
4. Shape and form discrimination			28, pp. 63-65 21, pp. 336-366
a. shapes: round, square, triangle	See B-7 and C-3 above.		
b. lines: straight, curved	Put lines on small pieces of paper or on chalkboard—identify and match.	Paper—chalkboard	
5. Functional number use			
a. count to ten	Practice counting objects.	Items such as blocks, chips, etc.	
b. concept of 2, 3, 4, 5	Group objects by 2's, 3's, etc.		
c. concept of $\frac{1}{2}$	Use puzzles and pictures which are cut in equal pieces (halves) which can be fitted together to make a whole.	Puzzles and pictures laminated and cut in two.	
d. concept of 11, 12, and on up	Practice. Student must first have concept of 10 learned well.	Blocks and chips.	
e. no. of days in week	Count on a calendar.	Calendar	
f. no. of months in a year	Make up a chart with names of months and have students count them.	Teacher-made chart.	
g. learn address and age	See B-6 above. Teacher explains year and birthday concepts. Age is memorized and change of age is emphasized after a birthday has passed.		

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
h. ordinals - 1st, 2nd, etc.	Use terms frequently in classroom setting, such as "____ finished lunch first," etc.		
6. Coin recognition a. identify coin by name	Show money, identify and explain each coin. Play store. Display enlarged drawings of coins.	Money Boxes and cans of things for playing store. Drawings of coins.	
b. gross recognition of various coin values	Teacher explains to students. Show relationships between coins by making change. Play store.		
7. Tell simple time-hour, half hour, quarter hour.	Demonstrate with clock face and real clock. Student practices until task is mastered.	Clock face, large wall clock.	
E. Reading 1. Recognize printed names a. of self b. of others	Match printed name with picture of person. Have students play games of matching name with picture.	Photographs Paper or cardboard with name printed.	
2. recognize printed names of: a. animals b. household items c. furniture d. tools e. clothing f. foods g. colors h. safety words	Use rebus reading program through transitional workbooks. Then evaluate to see what additional words need to be taught.	Rebus materials.	
F. Writing 1. Mark in designated spot on paper	Teacher designates area on paper and instructs student to mark or color in that area and not go over boundaries.	Paper Crayons Adaptive devices to hold crayon if needed. Metal stencils to indicate mark areas if needed.	

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
2. Copy and trace lines and forms	Make designated line or form on paper or chalkboard and student copies it. Put form or line on paper and student traces over it.	Paper, crayons, tracing paper, pen or pencil.	
3. Trace and copy letters	Student traces over letters or copies from a model.	Tracing paper Paper with several rows of 1" squares so that letter can be traced inside square by teacher and student can copy in other squares.	
4. Print own name	Lots of practice. Suggested technique is to print entire name (teacher does this) except for last letter. Student then prints last letter and finishes name. After this is well learned, student then must print last two letters to finish name, etc.		
5. Print own address	As above.		
6. Copy and trace numbers	Student to trace from model or copy from model, as above.	Tracing paper Paper with 1" squares.	
G. Music			
1. Move in time with music.	Music with regular, easy rhythm is played. Teacher, demonstrates clapping, tapping, head bobbing or any similiar movement. Students are encouraged to participate. Students who need help are assisted.	Records and tapes.	
2. Sing at least part of a song	Demonstrate song slowly, students encouraged to join in. Students are asked about songs they know are encouraged to sing them.		
3. Rhythm band participation	Teacher demonstrates use of instruments. Students are permitted to practice before performing. Students who need help are assisted.	Appropriate records and tapes. Rhythm band instruments. Adaptive devices to hold instruments if needed.	

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
V. SOCIAL SKILLS			
A. Considering others	Teaching students how to be friends; recognizes and accepts that others have rights, feelings and responsibilities.		25
B. Imitating others	Plan special games for imitating speech, animals, people; plan motor activities—jumping, flying, crawling.	PLDK—cards on animals and people.	20, 58, 63
C. Helping others	Assign chores—setting and clearing table; feeding animals; dusting and sweeping; have children help each other perform chores together.		
D. Obeying rules	Be aware of safety rules at home, play, and school—discuss rules students know—dramatize situations requiring judgment and action according to rules previously discussed.	PLDK cards on home and community helpers.	
E. Toilet training	Teach appropriate behavior (see Section II. C.)		
F. Eating correctly	Teach manners and appropriate behavior; socialize during meal (see Section II. A.)		
G. Courtesy	Have students ask and give certain objects, sharing toys.	Play objects.	
H. Temper control	Have students watch others. If one gets mad and loses temper, help him learn to control temper—explain situation simply.		
I. Fire drill procedure	When fire drill occurs, have children go out in line, calmly and quietly.		
J. Recite name and address, phone number when asked	Teacher and child act out a scene whereby teacher asks for his name, address and phone number.		

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
K. Appropriate group behavior	Act out going to store, dentist, out to dinner, field trips.	Table and chairs, coats, hangers, play dishes.	
L. Sitting quietly in a chair			
M. Playing with toys	Instruct proper use and care of toys; have students put away toys. Clean them.	Toys	
N. Recreational activities			41, 64
1. Rhythmic activities and dance			
a. Dancing	Substitute swaying, swinging, walking, sliding, or balance steps for regular dance steps. Decrease tempo of the music when teaching the fundamentals of a step or pattern. Encourage each person to create his own dance steps or patterns. Basic rhythms, children's dances, creative rhythm and movements, costume dance, folk dance, Grand Marches, gymnastic dance, Modern dance, rope jumping, social dance, square dance(can also be done with walk)		
2. Walking	Teaching to walk not run, using walking as a purpose, encourage child to walk in group activities; walk on toes, hop on one foot, walk between 2 chalk lines; walking a plank laid on the ground, marching.	Records for marching.	
3. Music			
a. Singing	Simple songs—repeat words and phrases until students learn songs; action songs; chorus; folk music, pantomine singing, song contests.		
b. Musical instruments	Rhythm instruments—keep time to records; clapping to music.	Rhythm instruments, record and record player, tapes, drums, guitar, piano.	

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
c. Listening to music		Radio, record player	
4. Arts and Crafts a. Grouping colors, size, shapes		Blocks of different size, shape, and color.	67
b. Drawing simple shapes; draw a person	Pictures to copy and trace; templates; free hand drawing.	Pictures, tracing paper, clip boards, pencils, crayons, templates.	
c. Coloring	Color with line in designated area—or color freely.		
d. Simple sculpture	Make shapes and objects.	Modeling clay; play-doh.	
e. Cutting	On a line; shapes.	Scissors, paper	
f. Pasting	Collage; matching shapes.	Paste and paper.	
g. Painting	Water color, tempera, finger-painting.	Paint.	
h. Paper maché		Paper and maché paste.	
i. Plaster of paris		Molds, plaster of Paris, smocks, paper, water.	
5. Games a. Coloring	Chalk and blackboard activities. Crayon and paper—staying in lines. Using a pencil. Drawing to music.	Crayons Paper Chalk and blackboard Record player	64, 25
b. Group playing	Block activities Marching Follow the leader Basketball Bat and Ball Tag Throwing bean bags Sand box	Records, basketballs, bean bags, rubber balls, bat—indoor baseball, sandbox, wooden trains, dolls and dresses, pounding toys, large and small beads and string, jungle gym.	25

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
c. Relay games	Ball handling Object handling Special apparatus—tires, ropes, barrels, specific skills	Balls Blocks Bean bags Tires Ropes Barrels	40
d. Team sports	Baseball Basketball Football Soccer Softball Speedball Stick ball Volley ball Line games	Balls Outside field Inside field Area	
e. Combative activities	Back to back push Tug of war Crab fight Hand wrestling Step-on-toes Hop and pull		40
f. Apparatus activities	Low balance beam High balance beam Rope climbing Parallel bar—even Parallel bar—uneven Horizontal bar—high and low Turning bar Horizontal ladder Jungle Gym Trampoline Spring board Wall pulleys and weights	Balance beam Rope Horizontal bar Jungle Gym Trampoline Spring board Wall pulleys and weights	
g. Winter activities	Ice hockey Ice skating Sledding Snow balling Snow hikes Snow sculpture		

SKILL	SUGGESTED ACTIVITIES	SUGGESTED EQUIPMENT	RESOURCES
h. Quiet games	Bingo Checkers Dominoes Hearts Jigsaw puzzles Old Maid Puzzles of all types	Cards Checkers Dominoes Puzzles	

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